

042

## 河北大学 2007 年硕士研究生入学考试试卷

卷别: B

学科、专业	考试科目代码	考试科目名称	备注
英语语言文学	607	英语语言技能综合	

特别声明: 答案一律答在答题纸上, 答在本试卷纸上无效。

I. Give the phonetic transcriptions of the following words. (10)

1. mediocre
2. houses
3. salesmanship
4. sociological
5. ambush
6. corpse
7. experienced
8. extinguishable
9. archangel
10. New York

II. Choose the word or phrase which best completes each sentence or explains the italicized part (10)

1. Harvey is a thief; he would \_\_\_ the gold from his grandmother's teeth and not feel guilty.  
a. steal      b. take      c. rob      d. grab
2. The Asian \_\_\_, like other apes, is specially adapted for life in trees.  
a. monkey      b. gibbon      c. chimp      d. ape
3. He *circumvented* the problem.  
a. described      b. solved  
c. went around, avoided      d. wrote down, copied
4. The word \_\_\_ is not a synonym for *rural*.  
a. rustic      b. pastoral      c. rubric      d. sylvan
5. We must have a \_\_\_ in order to decide which person will be the new president.  
a. run off      b. runoff      c. run down      d. run-down
6. Which of the following pairs of words are *homonyms*?  
a. good bad      b. Paul Peter      c. lie die      d. two too
7. The reviewer criticized the poet's *amorphous* style.  
a. unimaginative      b. unusual



- e. Modern theory is considered to begin at the Romantic period.
3. Although housewives still make up the majority of volunteer groups, male participation is reported on the rise nationwide as traditional distinctions between man's work and women's work begin to fade.
- a. As traditional societal roles change, more men are becoming members of volunteer groups.
  - b. Most members of volunteer groups are women.
  - c. In the past, volunteer work was done mainly by women.
  - d. Male participation in volunteer groups is increasing in all cities.
  - e. The author believes there is a relationship between the changing societal roles and the increasing willingness of men to do work previously done by females.
4. The overall picture of this very early settled Peruvian population is that of a simple, peaceful people living in a small cultivable oasis by the sea, fishing, raising a few food crops, living in small, simple, nonmasonry houses and making the objects necessary for their economic and household life, with slight attention to art.
- a. This early Peruvian population had all the basic necessities of life available to it.
  - b. We can assume that art only exists in very advanced societies.
  - c. This society moved many times during the year.
  - d. Because the people worked so hard they had no time for art.
  - e. The author believes this society provides nothing of interest for historians.
5. There is a question about the extent to which any one of us can be free of a prejudiced view in the area of religion.
- a. Probably everyone is prejudiced in his views on religion.
  - b. Any one of us can be free of prejudice in the area of religion.
  - c. To some extent we can never be free of prejudice in the area of religion.
  - d. A prejudiced view in the area of religion is undesirable.
  - e. Because we can't be free of prejudice in the area of religion, we should not practice a religion.
6. Although the November election may significantly change the face of the county Board of Commissioners, the group will still have to confront the same old problems.
- a. The November election may give the Board of Commissioners a new building.
  - b. The Board of Commissioners consists of several members.
  - c. The November election may change the membership of the Board of Commissioners.
  - d. Although board members may change, the problems will remain the same.
  - e. The author does not believe that this election will change the difficulties facing the

commissioners.

7. If this book begins with a familiar theme—the Indian experience of the last 120 years—the author brings to it great power and deep understanding.

- a. This book was written 120 years ago.
- b. The Indian experience of the last 120 years is a familiar experience, and nothing new can be written about it.
- c. The book lacks understanding of the Indian experience.
- d. The book begins with a familiar theme.
- e. The author of this sentence likes the book.

8. In this part of the world, the political and social changes of the past 20 years have by no means eliminated the old upper class of royalty and friends and advisors of royalty, the holders of state monopolies, the great landlords and lords of commercial fiefs, tribal sheikhs, and village headmen.

- a. In this part of the world, political and social changes have eliminated great landlords and lords of commercial fiefs, and village headmen.
- b. In this part of the world, the upper class and their friends and advisors have not been eliminated by political and social change.
- c. No means can eliminate the old upper class of royalty in this part of the world.
- d. The upper class of royalty has not changed in the past 20 years in this part of the world

e. In this part of the world, village headmen hold as much power as the advisors of royalty.

9. People should and do choose their elected representatives partly on the basis of how well they believe these representatives, once in office, can convince them to do or support whatever needs to be done.

- a. It is the author's belief that people should choose representatives whom they believe will convince them to take action.
- b. People choose representatives on the basis of whether or not they believe the representatives can be convinced to do what needs to be done.
- c. Although people should choose representatives whom they believe will convince them to take action, often they do not.
- d. People choose representatives whom they believe will convince them to take action.
- e. Representatives are elected only on the basis of their ability to take action.

IV. Choose a proper word from the list to fill in each blank in the following passage. Change the form of the word if necessary. (10)

characterize   physical   applicant   rigour   boundary   different   expertise  
interaction   doubter   profound   dwarf   discipline   interplay   alumni  
temperament   access   excellence   towel   guarantee   core

Visit Cambridge late in the 21<sup>st</sup> century and you will find it both the same and very (1)\_\_\_\_. The colleges will remain a huge strength, bringing together students and researchers from all (2)\_\_\_\_ and all parts of the world, and (3)\_\_\_\_ a human scale of values within a big university.

Other (4)\_\_\_\_ values will endure as well: (5)\_\_\_\_ in teaching and research; a critical (6)\_\_\_\_ that emphasizes (7)\_\_\_\_ and independence of mind; a stress on the (8)\_\_\_\_ between disciplines, on small group teaching and the centrality of social (9)\_\_\_\_ in education; and a hope that shared experience of Cambridge will make (10)\_\_\_\_ feel part of the University's extended family for life.

Above everything else will still rise the questioning, tough-minded hunger for learning, for pushing the (11)\_\_\_\_ of knowledge ever outwards, that (12)\_\_\_\_ this university from the first.

(13)\_\_\_\_, though, much needs to change if we are to have faculty buildings equal to these challenges. Not in the heart of the city: the colleges, the river and the commons and meadows that cluster around it. The (14)\_\_\_\_ sense of place that everyone values will at all costs be protected. But visit in fifty years and you'll find what are now windswept hedgeless fields on the edge of Cambridge transformed into two new campuses: for the physical sciences and technology to the west, and for the biomedical sciences to the south.

In the new millennium Cambridge is quite determined to remain among the top half dozen universities in the world. You don't have the wealth of Harvard say the (15)\_\_\_\_. Well, I respond, endowment is not a university and we are certainly not about to throw in the (16)\_\_\_\_ just because Harvard's endowment (17)\_\_\_\_ that of every other university in the world.

Within the university itself, (18)\_\_\_\_ is going to remain our key priority. We're striving to demystify Cambridge and increase the proportion of state school students we take. We want to ensure that ethnic minority, overseas and disabled (19)\_\_\_\_ are encouraged and supported. We want to secure women's full participation in the University and increase their representation in top academic posts. We want to encourage alumni to take more interest in Cambridge so we can draw on their (20)\_\_\_\_ and experience.

V. Identify the part of the sentence that is incorrect, make your choice and write down your correction. (10)

1. Akuce Ganuktibm, she spent her life working with the health and  

A            B

welfare of the families of workers.  

C            D
2. Hay fever symptoms, ranged from mild to severe, differ in degree  

A            B            C

according to the individual.  

D
3. A future system of solid waste managements should begin with  

A            B

reduction in the amount of waste.  

C            D
4. Geochemistry includes the study of the movement of elements from  

A            B

one place to another as a result of processes chemical.  

C            D
5. The Commitments of Traders Report is released by the Commodity  

A

Futures Trading Commission on eleventh day of each month.  

B            C            D
6. Despite the metric system is used throughout the would, it is still not  

A            B            C

commonly used in the United States.  

D
7. Benjamin Franklin's ability to learn from observation and experience  

A

contributed greatly to him success in public life.  

B            C            D
8. Luther Burbank earned the funds to go west by sale his new ideas  

A            B            C

about growing potatoes.  

D
9. An increasing number of office works use computer programs as daily routine.  

A            B            C            D
10. Many people say that California is a state of geographic remarkable diversity.  

A            B            C            D

**VI. Write in English the rhetorical device used in each of the following sentences. (10)**

1. Some people say American women are shameless Sirens.
2. At noon Mrs. Turpin would get out of bed and humour, put on kimono, airs, and the water to boil for coffee.
3. The reciprocal reception was held with an atmosphere not at all unfriendly.
4. The sad aspect of my departure is that there is little sadness connected with it.
5. ...but for making money, his pen would prove mightier than his pickax.
6. ...the Negroes were marching southward—winging up the road with a clumping of boots and a clatter of iron wheel.
7. From them all Mark Twain gained a keen perception of the human race, of the difference between what people claim to be and what they really are.
8. You should not plead a shortage of hands in excuse of not meeting the dead line.
9. ...Darrow whispered throwing a reassuring arm round my shoulder as we were waiting for the court to open.
10. ...until we are marching backwards to the glorious age of the 16<sup>th</sup> century when the men were burned who dared to bring any intelligence and enlightenment and culture to the human mind.

**VII. Paraphrase the following sentences. (15)**

1. He will price the item high, and yield little in the bargaining.
2. The rather arresting spectacle of little old Japan adrift amid beige concrete skyscrapers is the very symbol of the incessant struggle between the kimono and the miniskirt.
3. It seems to me I have talked to them always with one foot raised in flight.
4. I see the German bombers and fighters in the sky, still smarting from many a British whipping, delighted to find what they believe is an easier and a safer prey.
5. Bitterness fed on the man who had made the world laugh.
6. The editorial charges the Third International with "pretentious and obscure verbosity."
7. The estuaries of the world became jammed with the steadily increasing numbers of moth-ball tankers.
8. I suspect also that there is quite a lot of lore stored away in the Colonel's otherwise not very interesting mind.
9. She carried on alone for a few bars; then her voice trailed away.
10. Their splendid bodies were hidden in reach-me-down khaki uniforms, their feet squashed into boots that looked like blocks of wood.
11. There is always a great danger that "words will harden into things for us."
12. To that world assembly of sovereign states, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support...

13. She had an erectness of carriage, an ease of bearing, a poise that clearly indicated the best of breeding.
14. The war acted merely as a catalytic agent in this break down of the Victorian social structure...
15. ...sitcoms cloned and canned in Hollywood, and the Johnny Carson show live, preempt the airwaves from California...

**VIII. Read the passage and answer the questions that follow. (20)**

**The Fifth Freedom**

*by Seymour St. John*

- 1 More than three centuries ago a handful of pioneers crossed the ocean to Jamestown and Plymouth in search of freedoms they were unable to find in their own countries, the freedoms we still cherish today: freedom from want, freedom from fear, freedom of speech, freedom of religion. Today the descendants of the early settlers, and those who have joined them since, are fighting to protect these freedoms at home and throughout the world.
- 2 And yet there is a fifth freedom—basic to those four—that we are in danger of losing: *the freedom to be one's best*. St. Exupery describes a ragged, sensitive-faced Arab child, haunting the streets of a North African town, as a lost Mozart: he would never be trained or developed. Was he free? "No one grasped you by the shoulder while there was still time; and naught will awaken in you the sleeping poet or musician or astronomer that possibly inhabited you from the beginning." The freedom to be one's best is the chance for the development of each person to his highest power.
- 3 How is it that we in America have begun to lose this freedom, and how can we regain it for our nation's youth? I believe it has started slipping away from us because of three misunderstandings.
- 4 First, the misunderstanding of the meaning of democracy. The principal of a great Philadelphia high school is driven to cry for help in combating the notion that it is undemocratic to run a special program of studies for outstanding boys and girls. Again, when a good independent school in Memphis recently closed, some thoughtful citizens urged that it be taken over by the public school system and used for boys and girls of high ability, that it have entrance requirements and give an advanced program of studies to superior students who were interested and able to take it. The proposal was rejected because it was undemocratic! Thus, courses are geared to the middle of the class. The good student is unchallenged, bored. The loafer receives his passing grade. And the lack of an outstanding course for the outstanding student, the lack of a standard which a boy or girl must meet, passes for democracy.
- 5 The second misunderstanding concerns what makes for happiness. The aims of our present-day culture are avowedly ease and material well-being: shorter hours; a shorter week; more return for less accomplishment; more soft-soap excuse and fewer honest,

realistic demands. In our schools this is reflected by the vanishing hickory stick and the emerging psychiatrist. The hickory stick had its faults, and the psychiatrist has his strengths. But the trend is clear. *Tout comprendre c'est tout pardonner* (To understand everything is to excuse everything). Do we really believe that our softening standards bring happiness? Is it our sound and considered judgment that the tougher subjects of the classics and mathematics should be thrown aside, as suggested by some educators, for doll playing? Small wonder that Charles Malik, Lebanese delegate at the U. N., writes: "There is in the West" (in the United States) "a general weakening of moral fiber. (Our) leadership does not seem to be adequate to the unprecedented challenges of the age."

- 6 The last misunderstanding is in the area of values. Here are some of the most influential tenets of teacher education over the past fifty years: there is no eternal truth; there is no absolute moral law; there is no God. Yet all of history has taught us that the denial of these ultimates, the placement of man or state at the core of the universe, results in a paralyzing mass selfishness; and the first signs of it are already frighteningly evident.
- 7 Arnold Toynbee has said that all progress, all development come from challenge and a consequent response. Without challenge there is no response, no development, no freedom. So first we owe to our children the most demanding, challenging curriculum that is within their capabilities. Michelangelo did not learn to paint by spending his time doodling. Mozart was not an accomplished pianist at the age of eight as the result of spending his days in front of a television set. Like Eve Curie, like Helen Keller, they responded to the challenge of their lives by a disciplined training: and they gained a new freedom.
- 8 The second opportunity we can give our boys and girls is the right to failure. "Freedom is not only a privilege, it is a test," writes De Nouy. What kind of a test is it, what kind of freedom where no one can fail? The day is past when the United States can afford to give high school diplomas to all who sit through four years of instruction, regardless of whether any visible results can be discerned. We live in a narrowed world where we must be alert, awake to realism; and realism demands a standard which either must be met or result in failure. There are hard words, but they are brutally true. If we deprive our children of the right to fail we deprive them of their knowledge of the world as it is.
- 9 Finally, we can expose our children to the best values we have found. By relating our lives to the evidences of the ages, by judging our philosophy in the light of values that history has proven truest, perhaps we shall be able to produce that "ringing message, full of content and truth, satisfying the mind, appealing to the heart, firing the will, a message on which one can stake his whole life." This is the message that could mean joy and strength and leadership—freedom as opposed to serfdom.
1. What did the pioneers try to seek in America three centuries ago, according to the author? (2)

2. "The fifth freedom" means \_\_\_\_\_. (1)
3. What are the three misunderstandings that have caused Americans losing their fifth freedom? Do educators and students have such misunderstandings in China? Please give specific examples to support your argument. (4)
4. Can you infer any of the author's beliefs concerning youth education from the text? (4)
5. Why is a demanding curriculum essential for children's development, according to the author? (2)
6. Why does the author argue that children should be given the right to failure? (3)
7. According to the author Americans can find the best values in \_\_\_\_\_. (1)
  - A. teachings from history
  - B. judgments of philosophers
  - C. ringing messages
8. What must Americans do to preserve the fifth freedom? (3)

**IX. Translate the following Passage 1 into Chinese, and Passage 2 into English. (25)**

1. Men live in society not because they are men, but because they are animals. The social way of life is a stage in the evolution of life prior to the appearance of the human race.

What is distinctive about man is that he had developed social organizations far more quickly than any other animal species, so that it is a giant step in complexity between the most elaborate non-human society and the most elementary society of men. Human society shares characteristics with animal societies: It is formed by a given population of individuals, all belonging to the same species. It shows an internal specialization of tasks. Individuals interact as members of the same species, and possess one common language which sets them apart from other species. The level of population is perpetuated by means of biological reproduction and of constant struggle against the environment. Similarities like these become conspicuous when human social organization is compared with that of other Primates. (10)

2. 祖祖辈辈，我一贯诚实、健康、可靠。有人称我为万能之神；也有人提出警告，说崇拜我是一种罪过。我是一美元，一块钱，也就是放在您口袋或钱包里的那些 2.61 英寸宽、6.14 英寸长的印刷纸片中的一张。两百多年前人们就使用我，同那时相比，现在我已成了世界上最重要的货币。一切商品的价格，从波斯湾的石油到巴西的咖啡，都是用我的名字标价的。

尽管如此，我的购买力这些年来有所减弱。1940 年一美元所能买到的东西今天要花 8.5 美元才能买到。这就叫通货膨胀。当政府需要支付账单，而又没有税金去支付时，就要出现通货膨胀。财政部用在市场上出售债券的方法获得货币，联邦政府不用增税就有钱花了。但这是有代价的，就是我的贬值。

我在美国的购买力变化得十分缓慢，你往往注意不到。但是我在海外的价值却每天都有点浮动。从 1985 年 2 月份以来，同其他主要货币比较，我贬值 40%。这就是为什么手表、酒、香水以及其他的进口奢侈品涨价，也就是为什么外国人买美国的小麦、计算机和飞机比过去便宜了。这就促进了出口局面的大转变，从而使得失业人数下降到 14 年来的最低点。

我的国际价值唯一坚定不移的一点就是我是会变化的。在某一时期，我会像 80 年代中期那样坚挺，然后，几乎肯定无疑地，我会再次失宠而跌价。但是无论我是涨是跌，我还会长期存在，相信我吧，没错的。(15)

**X. Writing. (30)**

At present, there is a heated discussion on whether it is necessary for students of foreign languages to take a course of science.

Write a letter of about 300 words to the editor of a magazine to tell him/her what you think of the topic.

*In the first part of your writing you should present your thesis statement, and in the second part you should support the thesis statement with appropriate details. In the last part you should bring what you have written to a natural conclusion with a summary.*

*Marks will be awarded for content, organization, grammar and appropriacy. Failure to follow the above instructions may result in a loss of marks.*